

Comprehensive Guidance Program



Mammoth Spring School District

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MS Elementary phone number: 870-625-7213

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I. Foundation of Mammoth Spring Schools Counseling Program:

Beliefs:

All students have dignity, worth and the ability to learn. A student's basic needs must be met for optimal learning. All students have the right to be heard and treated with respect. Student success rests on the ability of counselors to collaborate with teachers, administration, and parents in a joint effort to ensure students reach their full potential. All students have the right to learn in a school climate that is safe, positive, and tolerant of others' differences. To best benefit all students, counselors must strive for professional excellence through continued study and participation in professional organizations and workshops.

Vision Statement:

The Mammoth Spring School District will implement a comprehensive counseling program that addresses the academic, emotional, and social needs of all students to be able to achieve their full potential. By working together with parents, students, educators and our community, we strive to prepare our students to be lifelong learners who will profoundly contribute to the society in which they live.

Mission Statement:

The Mammoth Spring School Counseling Department will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. Our school counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizens in our society.

II. Program Goals:

The role of school counselors encompasses three areas: counseling, consulting, and coordinating. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility.

The school counselors at Mammoth Spring believe:

- All children are unique and should be treated with respect and dignity.
- Every student can succeed.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home, and community which leads to responsible and productive citizenship.
- The diverse needs of all students must be addressed through the school counseling program. Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
- A comprehensive, developmental school counseling program is not a support service but an integral part of the total education program.
- A developmentally appropriate school counseling program provides important benefits to individual students by addressing their intellectual, emotional, social, physical, and psychological needs.

All professional school counselors will abide by the ethical guidelines and mandates of the American School Counselors Association and the Arkansas School Counselors Association. <https://www.schoolcounselor.org/>

Mindsets & Behaviors for Student Success:

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within a comprehensive school counseling program.

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

ASCA Mindsets & Behaviors Planning Tool-

<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/M-BProgramPlanningTool.pdf>

Specific Goals:

Mammoth Spring Elementary:

Mammoth Spring Elementary students are encouraged to maintain good attendance. Good attendance is crucial to a student's academic success. Some benefits of a student's good attendance include:

- **Achievement:** Elementary students who maintain a regular daily attendance are able to gain and maintain needed building blocks for future grade levels. Good attendance will keep them at grade level and from falling behind.
- **Social Interaction:** Students who have regular attendance will gain needed social skills that will be crucial for their future success. Students learn how to communicate and be a good citizen.
- **Responsibility:** Encourages students to be responsible. By coming to school regularly, they will gain a positive responsible behavior

pattern. They will learn an important life skill.

Some elementary students have not obtained good attendance for various different reasons. Due to this fact, the goal of good attendance is important to help improve and encourage daily student attendance. This goal will be accomplished by:

- The elementary school counselor will collaborate with teachers, administration, and office staff to identify students who are not maintaining good attendance.
- The counselor, administration, office staff, or teachers will reach out to those students and parents to help identify any issues that need assistance from the school. The counselor and school staff will see if they can help with circumstances or issues causing poor attendance.
- The elementary school office will encourage students to bring doctor's notes when they have received necessary health services.
- Continued and consistent absences will be followed up by the counselor / administration by contacting parents/guardians.
- Parents/guardians will be encouraged by the counselor and administration to have their child at school in order to maintain successful learning. If the parent/guardian is showing negligence in their child's education career, the administration may notify the proper agencies and may file an AFINS if the parent needs help/encouragement getting their child to school.
- The counselor will measure the progress using the attendance report in Eschool.
- Positive communication and encouragement from both the counselor and administration, is believed to help increase and improve attendance.
- Results from accomplishing the goal will benefit the student's attendance thus also affecting positive benefits for the students educational, social and emotional growth allowing them to transform into a responsible citizen.

- Attendance records will be monitored for students who have poor attendance. Attendance records will be compared during school quarters and throughout the school year to determine attendance improvements.

Mammoth Spring High School:

At Mammoth Spring High School, students are encouraged to maintain good attendance. Good attendance goes hand in hand with the student's academic success. Some benefits from good attendance include:

- *Achievement: Students who attend school regularly are more likely to pass reading and math assessments than students who do not.*
- *Opportunity: For older students, being in school every day gives them a chance to learn more about college and scholarship opportunities and to learn the important information to build a successful academic record.*
- *Being part of the school community: Just by being present at school, your child is learning how to be a good citizen by participating in the school community, learning valuable social skills, and developing a broader world view.*

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/861/family-tool-kit/attendance.pdf>

In the past, some students have neglected to attend their high school classes for various reasons. Therefore, the **goal** of Mammoth Spring High School is to improve student attendance. This will be accomplished by:

- The high school principal's office will encourage students to bring a doctor's note back to the high school office if a visit to their primary physician/dentist or any other health service was necessary.
- All other absences will be followed up by calling the parent/guardian to inquire about the student from the high school principal/counselor.
- Parents/guardians will be encouraged by the counselor and principal to have their child at school in order to maintain successful learning. If the parent/guardian is showing negligence in their child's education career, the principal may notify the proper agencies and may file an AFINS if the parent needs help getting their child to school.

- The counselor will measure the progress using the attendance report in Eschool.
- With positive communication and encouragement from both the school's counseling & principal's office to the home, it is believed that there will be increased improvement.
- Results from accomplishing the goal will not only benefit the school's attendance record but it will positively benefit the student's educational/social and emotional growth allowing them to learn how to become responsible citizens.
- Attendance records will be pulled by the counseling office after the first quarter and will be compared to the attendance records of the third quarter to determine positive improvement.
- Results from the goal will be shared among teachers, administration and school board for their information.

Guidance and Counseling Services:

The school counselor works closely with the teaching and administrative staff so that all the school's resources are directed toward meeting the needs of the individual students. At the Mammoth Spring School District, at least ninety percent (90%) of work time each week is spent providing direct counseling, and no more than ten percent (10%) of work time each week is spent on administrative activities which relate to the provision of guidance services. (ACT 190, 2019) The counselor cooperates with other school staff in the early identification, remediation, or referral of children with developmental deficiencies or handicaps. At times it is necessary to go beyond what the school can offer and seek additional aid from outside agencies.

The counselor assists parents in developing realistic perceptions of their child's aptitudes, abilities, interests, attitudes, developmental progress, and personal-social development.

In the role of coordinator, the counselor organizes varied programs and services to meet the unique concerns of the school. Such programs and services may be: classroom guidance, career awareness, student placement,

new student orientation (which consists of new students meeting student ambassadors to help acclimate them to the school buildings/activities), school-wide testing, student achievement, and staff in-service.

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The following is an overview of services provided to the students at Mammoth Spring Elementary School:

- Serve all students in Mammoth Spring Elementary Grades K-6.
- Provide a safe environment that is conducive to learning .
- Provide Guidance Lessons to grades K-6.
- Guidance lessons will comply with Arkansas State guidelines. *There can be no more than 3 guidance lessons a day, no more than 10 a week, and can not exceed 40 minutes in length.*
- Guidance lessons will consist of character building content. Lesson topics will focus on the areas of Personal, Social, Career and Academic awareness. Lessons will be appropriate for each grade level.
- Individual Counseling is available to elementary students who may have personal, social or school related concerns or issues. *Note: Individual counseling, by the school counselor, is just temporary and is not to be considered a form of clinical or licensed counseling. School counseling should be resolved within 2-3 visits or a reasonable time frame. A licensed community counselor may need consideration if issues persist.*
- Group counseling is available for elementary students who may have group issues or communication concerns. This counseling helps resolve issues among students.

- Coordinate Red Ribbon Week. Provide students with crucial drug awareness life skills.
- Be physically and emotionally available to all students.
- Suicide awareness. Monitor and report concerns.
- Prepare and inform students about state standardized testing.
- Encourage students to participate in activities that will help in their individual growth as an individual.
- Participate in counselor related school activities.
- Be accessible to parents during parent/teacher conferences regarding any student concerns.

The following is an overview of the counseling services provided to the students at Mammoth Spring High School:

- Serve all students in Mammoth Spring High School (7th-12th grades).
- Conduct individual student academic program planning.
- Meeting in classrooms for life-skills training, communication skills, conflict resolution, smart choices - drug use and abuse and anti-bullying using the G.U.I.D.E. for Life program.
- Begin 4-yr plans with 8th graders (in Careers class).
- Teachers will assist the counselor in discussing graduation requirements, diploma plans, verified credits, scholarships and financial aid during the advisory period.
- The counselor will prepare and inform students for standardized testing.
- The counselor will inform students about the importance of extracurricular activities.

- The counselor will conduct individual academic program planning and updating of 4-yr plans.
- The counselor will prepare students for graduation including, but not limited to: scheduling, and verification of units/credits.
- Inform students of all post-secondary options, including college, technical school, military and job training/placement.
- Assist students with the college application process (transcripts, essays, letters of recommendations, resume, college fair, etc.).
- Inform students about the advantages of higher level courses (AP) and Ozarka College Concurrent credit program.
- Prepare and inform students for standardized testing (PSAT, ACT, and ASVAB).
- Participate in counselor related school/division activities (graduation, College Night, etc.) and promote financial aid services and scholarships.
- Using Kuder to support students' interests and future opportunities as well as in Career Development classes.

The following are the responsibilities a school counselor has with the Parents:

- Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
- Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and the student.

- Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
- Treats information received from parents in a confidential and appropriate manner.
- Shares information about a student only with those persons properly authorized to receive such information.
- Follows the local guidelines when assisting parents experiencing family difficulties which interfere with the student's effectiveness and welfare.

Code of Ethics:

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership, and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

An effective school counseling plan should establish appropriate goals, expectations, support systems, and experiences for each student. A comprehensive counseling plan should be developmental, comprehensive, and preventative in nature. A comprehensive counseling program focuses on prevention, intervention, and student developmental needs. Effective delivery of school counseling programs are planned, coordinated, and managed by school counselors in collaboration with nurses, school resources officers, social workers, and community resources with the support of administrators, parents, and community. Effective school counseling programs support teachers' efforts in their delivery of the academic curriculum. Effective school counseling programs provide annual self-appraisal and evaluations of the counseling program. Effective school counseling programs are guided by the Code of Ethics for Arkansas Educators.

<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professi>

Coordination:

Mammoth Spring School counselors, along with other stakeholders, coordinate the use of school and community resources. The team assists parents in gaining access to services their children need such as a child psychologist through a referral and follow-up process with school based mental health (Hope Behavioral). The team serves as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced. Additionally, Student Support personnel work in conjunction with the school counselor to assess the well being of students and support them emotionally and academically.

When making referrals, counselors maintain relationships with a variety of school staff and community agencies. These agencies include the Department of Health and Social Services, mental health centers, juvenile courts, and advocacy groups. School counselors identify school and community resources and establish procedures for communication. School counselors may be involved with helping students and their families gain access to the services they need such as identifying special needs and referring them to resources in and outside the school; maintaining contacts with outside resources; developing, publishing, and/or distributing a list of community resources, referral agencies, and hotlines for parents. Mammoth Spring Schools maintain a list of community resources for families. School counselors refer students to mental health agencies.

Community Services:

The Mammoth Spring School District houses a couple of resources to help students and their families. The school operates a community clothes closet

which can be utilized for any resident who is in need of clothes, shoes, coats, etc. The local Salvation Army also donates a \$250 Walmart Gift Card each year to be used to help students and their families who may also need clothes, etc.

The Mammoth Spring School District also houses a hygiene closet located in the high school where students can receive needed supplies. For the past several years the school's EAST program has reached out to all families with school aged children in our district and have asked who would like to be a part of our backpack program. Local businesses donate money for this cause and non-perishable food is bought and divided up among those families who participate. Backpacks of food are sent out over the extended holiday breaks as well as Spring Break.

Community & Parental Involvement:

School counselors encourage parents to participate in volunteer opportunities within the school setting. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. Parents are able to have volunteer opportunities, attend various parent nights coordinated by content teachers, administrators, and counselors such as Elementary Reading Night with the annual book fair, Elementary Science Fair, Fall Festival, FFA Barnwarming, Open House, 7th grade orientation, financial aid nights, NHS/FCCLA/FBLA/FFA banquets and inductions, booster club events, school play, choir/band concerts, pep rallies, & awards nights.

Parent and Teacher Communication:

Teachers shall communicate with the parent(s) or guardian(s) of students during the school year to discuss the student's academic progress. Frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade is encouraged. Parents are encouraged to participate in both Fall and Spring Parent Teacher Conference for the K-12 grades. Parents are encouraged to access HAC in order to view the next school year's requested classes for grades 7-12.

Anti-Bullying and Suicide Prevention:

Anti-Bullying:

These services provided through the counseling office include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

Activities for students include dealing constructively with conflict, building positive self-esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills.

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as "bullying," and shall file with the Department of Education a copy of the policies adopted.

In accordance with A.C.A. § 6-18-514, all public school students have the right to receive their education in an environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student, in person or by electronic means.

Act 190 – School Counseling Improvement Act of 2019 addresses the school counselor’s role in bullying prevention, training and protocols in schools.

Act 1029 – This act amends previous anti-bullying legislation and addresses anti-bullying continuing education, notice procedures and reporting requirements.

At Mammoth Spring Schools, the school counselor discusses the issue of bullying. Classroom discussions and/or guidance lessons are led to instruct students on what to do if they are confronted with a bullying situation. Outside programs may be brought in to deal with bullying also.

The following is Mammoth Spring School District’s Anti-Bullying Policy:

“Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time (www.stopbullying.gov).

A student shall not bully or harass another student. Conduct that constitutes bullying may include but not be limited to verbal threats, tripping, shoving, or other types of behavior that intimidates another student. Bullying is prohibited while on school property, at school sponsored activities, at bus stops, and on school busses (ACT 115 of 2003).

CYBERBULLYING: Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment (ACT 115 of 2007). Copies of the districts’ anti-bullying policies shall be available upon request.

Hazing of any kind will not be tolerated. This would include the initiation into or affiliation with sports programs and other extracurricular activities.

The principal who receives a credible report or complaint of bullying shall promptly investigate the complaint and make a record of the investigation and any action taken as a result of the investigation.”

Mammoth Spring High School tolerates zero bullying. A meeting with the principal is mandatory if bullying is reported to an adult at the school.

Suicide Prevention:

The counselors at Mammoth Spring Schools educate their students about

suicide prevention through classroom discussions, video lessons and/or guidance lessons and may collaborate with area mental health professionals.

The following is the Mammoth Spring School District's prevention plan for a possible suicide action:

Step 1. If the risk assessment is deemed high, call for help immediately. If not, go through the six-step crisis intervention plan.

1. Define the problem from the student's perspective
2. Ensure the safety of the students and of other students
3. Provide emotional support
4. Examine alternatives
5. Make a plan
6. Obtain a commitment (no harm agreement)

Step 2. If the student has suicidal intentions but does not have a plan or the means to follow through on a suicide threat, notify the parents or guardian immediately. Give specific written recommendations as follows:

Close supervision of the child
Check in with the child frequently
Structure activities so the child is not alone
Get to another resource

If the child begins to talk about a plan the parents need to get immediate help

Set up a follow-up appointment

Give the family a community resource number: Hope Behavioral 1-870-257-3336

Check into long term counseling – (options)

1. Pinnacle Point - 1-800-880-3322
2. Rivendell - 1-800-264-5640
3. Family Inc., Counseling Services 1-870-994-7060

Step 3. Additional agreement with the child

No Harm Agreement

In the child's handwriting

Statement that student will not harm himself

Statement that if student thinks about harm, he will contact:

Parent if at home, counselor if at school...he will tell *someone*

Set up regular appointment times

We both sign the agreement

Copies go to the child, parents, and counselor

Step 4. If the student will not sign the No Harm Agreement:

Assume the child is suicidal

Determine if the police need to be called.

Do not leave the student unattended.

Step 5. If I cannot get in touch with the parents:

Have the principal sign the No Harm Agreement along with the counselor and the student to show that I did try to contact the parents.

Step 6. Send written documentation to the administrator.

Step 7. **DOCUMENT EVERYTHING.**

Mammoth Spring Schools
No Harm Agreement

I _____ make a commitment to living. I will not harm myself or anyone else in any way. I will not attempt suicide, or any other self-injury.

If I begin to have thoughts of harming myself:

- 1) I will try to identify specifically what is upsetting me
- 2) I will review alternatives to self-harm, such as thinking about my friends, family or the future
- 3) I will do at least one of the following things for 30 minutes to try to make myself feel better:

4) I will seek out a responsible, caring and supportive person if thoughts of self-harm continues.

5) If at this time I do not feel I can control my behavior, I will contact 911 or the or the nearest emergency room

Important, supportive people in my life I can contact:

Name Relationship Phone #

Student's Name

Counselor's Name

Principal's Name

New Students

Mammoth Spring Elementary

School staff will welcome new students as they first arrive at Mammoth Spring Elementary School. The office staff will have a welcoming attitude toward all new students. The counselor, office secretary or administration will introduce the new student to their homeroom and teacher. The homeroom teacher will encourage other students' positive interactions to help the new student become adjusted to her/his new school setting. The counselor will communicate with the new student's teacher to see how the student is adjusting. The counselor will check in with the new student frequently. If issues/concerns arise, the counselor will help the new student adjust through this phase of being in a new environment. The new student's well being and ability to adjust is a very important goal to all school staff.

Mammoth Spring High School

Students who are new to the high school will be matched with a student ambassador. The counselor will match students according to their interests and hobbies. The student ambassador will give the new student a tour of the campus, show them their classrooms, locker, library and cafeteria and answer any questions they may have.

A 7th Grade orientation is offered a week before the beginning of the start of school to allow 7th graders to come and explore their classrooms, meet their teachers, the Principal and the counselor. Students, and their parents, can expect a welcome message from the Principal, and hear from their teachers about what is expected from the student throughout the year. The counselor informs the students of her services and introduces different clubs students may join to help encourage positive school involvement.

Students who are At-Risk:

Mammoth Spring High School

“At-risk children are those enrolled in school whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low.”

At Mammoth Spring High School we believe ALL students can be successful. If a student shows to be at risk of dropping out of school, the principal and counselor will meet with the student’s parent/guardian and encourage them to place their child in the high school alternative learning environment located on campus. Mr. Lindy Greene, ALE Administrator, will work with the students to ensure the student’s education goals are met. The counselor will continue to include and work with the student for emotional needs (unless the student is currently an active client with an area mental health counselor), and any post-secondary/career goals they may have.

Specialized Populations and Needs:

Counselors work with students from culturally diverse populations and students with disabilities. Counselors work to promote acceptance through classroom guidance lessons, group meetings and one to one discussions as needed.

Follow-up Plan for Graduates:

Each year a follow-up is conducted on graduates. A Google Form is emailed out to the graduates asking which education track they have chosen, if they enlisted in the Military or went straight to work. Examples of questions include:

- If attending college, please indicate 2 or 4 year?
- What is your intended major?
- If attending a vo-tech school, which program are you studying?
- If in the military, which branch did you enlist?
- If you went straight into employment, is it in the same area as your CTE?
- Please indicate your CTE.

III. Management:

Arkansas School Counselor Assessment Review:

PROGRAM MANAGEMENT/MANAGE				
School Counseling Program Assessment				
The Comprehensive school counseling program self-assessment has been completed and areas to address are identified.				<i>This document does not have to be posted, but can be requested. It is available in the Toolkit.</i>
Use-of-Time Assessment				
A Use-of-time assessment is implemented in the comprehensive school counseling program.				<i>How do you keep track of the time you spend providing services to students?</i>
The school counselor provides direct and indirect services to students 90% of the time each month. <i>Student supports are identified in the Comprehensive School Counseling Plan.</i>				<i>Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)</i>

The school counselor completes administrative activities no more than 10% of the time each month during student contact days				<i>Administrative Activities are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)</i>
Annual Administrative Conference				
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.				<i>Models are available in the Toolkit.</i>
Advisory Council				
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.				<i>The conference document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program. A model is available in the Toolkit.</i>
Calendars (Annual and Weekly)				
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.				<i>Include your annual calendar in your Comprehensive School Counseling Plan. It will be updated annually.</i>
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.				<i>Monthly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.</i>
ASCA School Counselor Professional Competencies and Ethical Standards				
ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.				https://www.schoolcounselor.org/school-counselors/standards
The counselor abides by the Code of Ethics for Arkansas Educators.				http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators
Component Three				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents

DELIVERY/DELIVER

Direct Counseling

Individual and Group counseling is available to all students.				<i>Services are described in the Comprehensive School Counseling Program Plan. This is reviewed and updated annually.</i>
The counselor delivers school counseling core curriculum lessons to classroom groups – No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.				<i>Classroom core curriculum lessons are based on goals that are developed. Core curriculum lessons are reviewed and updated annually.</i>
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				<i>What are you actually providing or addressing?</i>
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.				<i>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Interpretation of student academic and educational assessment results is provided.				<i>Focus on student goal setting.</i>
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.				
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.				<i>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication, relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</i>
Bullying prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</i>
Suicide prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling</i>

				<i>Plan.</i>
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.				<i>Elementary and secondary. What processes have you developed and how are they implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.</i>
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.				<i>What processes have you developed and how are they implemented with your students? Secondary – Align activities to the Student Success Plan in grades 8 and above.</i>
Parents are encouraged to build partnerships with their student’s career planning process.				<i>What processes have you developed and how are they implemented with your students?</i>
Indirect Counseling				
Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student’s discipline/behavior, academics, or attendance.				<i>How might you provide this support in your school?</i>
Referrals are made to support services in the school or district and with community agencies.				<i>Child Maltreatment Hotline calls are indirect services.</i>
The counselor serves as a contributing member of decision-making teams.				<i>Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.) Include this information in your Comprehensive School Counseling Plan.</i>

Annual Calendar: Elementary Counselor

*Administrative Duties

*Guidance Lessons (No more than 3 a day, no more than 10 a week and not to exceed 40 minutes in duration) No minimum required.

Elementary Counselor K-6

Counseling Duties for School Year

*Periodical Guidance Lessons Grades K-6 (Following limitations of state guidelines)

Individual and Group Counseling

Manage student records regarding enrollments/transfers

Manage Triand for requests on instate enrollments / transfers

Collaboration with teachers and staff regarding students

*Collaborate with community counselors

*District Test Coordinator

Building Test Coordinator

Crisis interventions

AUGUST

Professional Development

Manage new student enrollment records

Send transferring student records per request

Collaborate with staff and teachers

Open House

*Schedule Guidance Lessons K-6

*District Test Coordinator Duties

*Building Test Coordinator Duties

Print and prepare student ACT Aspire Test results for teachers/parents

Print and prepare student STAR results for current teachers as needed

Place test scores in students records

Individual counseling as school begins

Being available for crisis situations

Other activities as may arise during the month

SEPTEMBER

Manage new student enrollment records

Send transferring student records per request
Collaborate with staff and teachers
*Guidance Lessons K-6
Individual counseling
Group Counseling
Parent / Student involvement as needed
*District Test Coordinator Duties
*Building Test Coordinator Duties
*Training /Scheduling STAR Testing Grades K-2
*Training / Scheduling ACT Aspire Periodic Testing Grades 3-6
District Counselor Meeting at Co-op with State Counselor Admin.
District meetings that may arise
Professional Development
Being available for crisis situations
Other activities as may arise during the month

OCTOBER

*Drug Awareness Presentations
*Red Ribbon Week
*Anti-bullying month
Manage student enrollment records
Send transferring student records per request
Collaborate with staff and teachers
Guidance Lessons K-6
Individual counseling
Group Counseling
Parent / Student involvement as needed
Parent/Teacher conferences
District meetings that may arise
*DTC Trainings / Duties
*Building Test Coordinator Duties
*Plan and prepare for ACT Aspire Periodic Test sessions
Being available for crisis situations
Other activities as may arise during the month

NOVEMBER

Manage student enrollments and records

Send transferring student records per request
Collaborate with staff and teachers
*Guidance Lessons K-6
Individual counseling
Group Counseling
Parent / Student involvement as needed
District meetings that may arise
*DTC Trainings / Duties
*Building Test Coordinator Duties
*Plan and prepare for ACT Aspire Periodic Test sessions
Being available for crisis situations
Other activities as may arise during the month

DECEMBER

Manage student enrollments and records
Send transferring student records per request
Collaborate with staff and teachers
Guidance Lessons K-6
Individual counseling
Group Counseling
Parent / Student involvement as needed
District meetings that may arise
*DTC Trainings / Duties
*Building Test Coordinator Duties
*Plan and prepare for ACT Aspire Periodic Test sessions
*STAR Testing K-2
Being available for crisis situations
Regional Counselor meeting
Other activities as may arise during the month

JANUARY

Manage student enrollments and records
Send transferring student records per request
Collaborate with staff and teachers
*Guidance Lessons K-6
Individual counseling
Group Counseling

Parent / Student involvement as needed

District meetings that may arise

*DTC Trainings / Duties

*Building Test Coordinator Duties

*Plan and prepare for ACT Aspire Periodic Test sessions

*Attend Arkansas DTC training for ACT Aspire state testing

Being available for crisis situations

Other activities as may arise during the month

FEBRUARY

Manage student enrollments and records

Send transferring student records per request

Collaborate with staff and teachers

*Guidance Lessons K-6

Individual counseling

Group Counseling

Parent / Student involvement as needed

District meetings that may arise

*DTC Trainings / Duties

*Building Test Coordinator Duties

*Monitor ACT testing

*Plan and prepare for ACT Aspire Periodic Test sessions

*Train staff for ACT Aspire Summative state testing and alternate testing

*Prepare ACT Aspire test sessions online for grades 3-6

*Attend mandatory test trainings

Being available for crisis situations

Other activities as may arise during the month

MARCH

Manage student enrollments and records

Send transferring student records per request

Collaborate with staff and teachers

*Guidance Lessons K-6

Individual counseling

Group Counseling

Parent / Student involvement as needed

District meetings that may arise

- *DTC Trainings / Duties
 - *Building Test Coordinator Duties
 - *Monitor ACT testing
 - *Plan and prepare for ACT Aspire Periodic Test sessions
 - *Train staff for ACT Aspire Summative state testing and alternate testing
 - *Create and prepare Summative ACT Aspire test sessions for grades 3-6
 - *Plan and schedule Summative ACT Aspire tests
 - *Attend mandatory test trainings
- Collaborate with administration for student testing incentives
 Parent/teacher conferences
 Being available for crisis situations
 Other activities as may arise during the month

APRIL

- *STATE TESTING - ACT ASPIRE SUMMATIVE TESTS
 - *Make-up Testing
- Manage student enrollments and records
 Send transferring student records per request
 Collaborate with staff and teachers
 Individual counseling
 Group Counseling
 Parent / Student involvement as needed
 District meetings that may arise
- *DTC Trainings / Duties
 - *Building Test Coordinator Duties
 - *Create and prepare Summative ACT Aspire test sessions for grades 3-6
 - *Schedule Summative ACT Aspire tests
 - *STAR Testing K-2
 - *Attend mandatory test trainings
- Collaborate with administration for student testing incentives
 Being available for crisis situations
 Other activities as may arise during the month

MAY

- *STATE TESTING - ACT ASPIRE SUMMATIVE TESTS
 - *Complete Make-up Testing
- Manage student enrollments and records

Send transferring student records per request
Collaborate with staff and teachers
Individual counseling
Group Counseling
Parent / Student involvement as needed
District meetings that may arise
*DTC Trainings / Duties
*Building Test Coordinator Duties
*Attend mandatory test trainings
Collaboration with administration for student testing incentives
Being available for crisis situations
Other activities as may arise during the month

JUNE

*DTC duties
Finish end-of-year activities and reports
Professional Development

JULY

Counselor's conference
Professional Development
*State releases ACT Aspire Summative test scores

Annual Calendar: High School Counselor

Counselor for 7th - 12th grades

**Denotes administrative duties

*Career/college awareness

**Denotes guidance lesson (No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.)

High School Counseling Duties for School Year

District Foster Care Liaison

District Homeless Liaison

**Administrator for Triand

Manage Virtual Arkansas enrollments

Manage Edgenuity Enrollments (along with Mr. Greene)

**Building Test Coordinator

Administrator for Kuder

Manage enrollments for Ozarka Concurrent students

AUGUST

Registration of new students

Send records for students who have transferred

Enroll for concurrent classes at Ozarka

Open House & 7th grade Orientation

Class schedule changes

Mail out student test scores from Spring ACT Aspire Tests

Mail senior letter to parents informing of what I will be working with them to prepare for college/vo-tech/career

SEPTEMBER

Continue New Student registration

Talk to seniors about post-graduation plans

Talk to seniors and remind them of any classes/credits needed for graduation

Talk to seniors about ACT tests, college admission, and handout publications

District Counselor Meeting at Co-op with State Counselor Admin.

Articulation for state colleges

*Coordinate with college reps. for visits

ETS Meetings

Post any available scholarships

Send transcripts to colleges for past students enrolling for classes

Enter transcript grades of transfer students in computer

Schedule College Recruiters or Military Recruiters for Jr. & Sr.

****Suicide Awareness presentation to 7-12th grade**
Sending student records per request
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

OCTOBER

Register seniors for FAFSA ID number
Register 12th for Youuniversal application for Challenge Scholarship
Seniors will create resumes for college/career opportunities
****Anti-bullying presentation to grades 7-12**
****Coordinating with Red Ribbon Week & Chasing the Dragon's Presentation**
Continue with seniors about college plans, help fill out admissions and scholarships
Financial Aid night for Juniors and Seniors
Enter transcripts grades of transfer students in computer
Send transcripts to colleges for past students enrolling for classes
****Coordinate with college reps for visits**
****Coordination of the APNA Survey**
Conduct orientation for PSAT & ASVAB tests for grades involved
****Administer PSAT to juniors**
****Administer ASVAB to Jr's & Sr's**
ACT Boot camp for 10th – 12th grade ETS students
Parent/Teacher conferences
Student Success Plan meetings
ETS meetings
****College fair at Ozarka College for 12th grade**
District meetings that may arise
Sending student records per request
Ozarka registration for spring semester concurrent students.
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

NOVEMBER

Begin exit interviews with seniors
Continue with senior college apps./scholarships
Co-op Student Services Plan meeting
****Career symposium with past students (technical careers)**
****Coordinate with college reps. for visits**
****Packing and mailing of the APNA Survey**
Enter transcripts grades of transfer students in computer as needed
Send transcripts to colleges for past students enrolling classes as needed
ETS meetings

**ETS seniors' college tour
Student Success Plan Meetings
Sending student records per request
Begin entering student information for Aspire Periodic sessions
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

DECEMBER

Cont. with 12th grade exit interviews
**Continue with college apps./scholarships
Regional Counselor meeting
Enter transcripts for transfer students in the computer as needed
Send transcripts to colleges for past students enrolling in classes as needed
Post available scholarships
Sending student records per request
ETS Meetings
**Prepare for ACT Aspire Interim testing
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

JANUARY

Assist students with schedule changes
Register any new students
Enter transcripts for transfer students in computer as needed
**Coordinate with college reps. for visits
Send transcripts to colleges for past students enrolling into classes as needed
Check educational progress for 9-12 grades
Credit checks for seniors
**Prepare for ACT Aspire Interim testing
Cont. scholarship postings
Calculate GPA for Beta and National Honor Society
ETS Meetings
Assist 12th graders with college apps/scholarships
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

FEBRUARY

Continue scholarship apps
Spring Financial Aid Night for Jr's & Sr's
Assist with FAFSA if needed

Continue college apps/scholarship
**Con't with College Rep. visits
Enter transcripts of transfer students into computer
Send transcripts to colleges for past students enrolling into classes
ETS Meetings
**Administer ACT spring test to juniors
Interpret PSAT results
Cont. 12th grade exit interviews
Classroom guidance lesson (grade may vary)
**Testing In-service
Con't. with college rep. visits
**Enter PNP's into Aspire portal
Meetings at Co-op that may arise
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

MARCH

**Create Summative Aspire testing sessions
Continue with college apps/scholarships
Send transcripts to colleges for past students enrolling into classes
**Career symposium with past students (Professional STEM careers)
Enter transcripts of transfer students into computer
Post scholarships
Parent/teacher conferences
ETS meetings
Meetings at Co-op that may arise
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

APRIL

**STATE TESTING
Continue college apps/scholarships
Enter transcripts of transfer students into computer as needed
Send transcripts to colleges for past students enrolling into classes as needed
Post scholarships
Prepare for Ready, Set & Graduate with Bank of Salem
Cont. exit interviews with seniors
**Vo-tech tour with Juniors
Prepare 11th grade for the next year/handout publications
Determine Val & Sal
Schedule for next year's classes

Meetings at Co-op that may arise
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

MAY

Graduation
**AP Testing (Eng. Lang.)
**Make-up TESTING
Enter transcripts of transfer students into computer as needed
Send transcripts to colleges for past students enrolling into classes as needed
Prepare list of scholarship winners for graduation
Check GPA for honors
Check GPA for Beta and National Honor Society
Certify seniors
Individual counseling as necessary
Group counseling as necessary
Other activities as may arise during the month

JUNE

Calculate ranks, GPA
Send final transcripts to colleges
File previous senior transcripts into vault
Finish end-of-year activities and reports
Begin entering next year's student schedules

JULY

Counselor's conference
McKinney/Vento Conference- Homeless
Send records for students who have transferred
Continue to work on student schedules

Arkansas School Counselor Assessment Review:

PROGRAM MANAGEMENT/MANAGE				
School Counseling Program Assessment				
The Comprehensive school counseling program self -assessment has been completed and areas to address are identified.				<i>This document does not have to be posted, but can be requested. It is available in the Toolkit.</i>
Use-of-Time Assessment				
A Use-of-time assessment is implemented in the comprehensive school counseling program.				<i>How do you keep track of the time you spend providing services to students?</i>
The school counselor provides direct and indirect services to students 90% of the time each month. <i>Student supports are identified in the Comprehensive School Counseling Plan.</i>				<i>Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)</i>
The school counselor completes administrative activities no more than 10% of the time each month during student contact days				<i>Administrative Activities are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)</i>
Annual Administrative Conference				
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.				<i>Models are available in the Toolkit.</i>
Advisory Council				
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.				<i>The conference document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program. A model is available in the Toolkit.</i>

Calendars (Annual and Weekly)				
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselors and stakeholders as needed.				<i>Include your annual calendar in your Comprehensive School Counseling Plan. It will be updated annually.</i>
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.				<i>Monthly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.</i>
ASCA School Counselor Professional Competencies and Ethical Standards				
ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.				https://www.schoolcounselor.org/school-counselors/standards
The counselor abides by the Code of Ethics for Arkansas Educators.				http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators
Component Three				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
DELIVERY/DELIVER				
Direct Counseling				
Individual and Group counseling is available to all students.				<i>Services are described in the Comprehensive School Counseling Program Plan. This is reviewed and updated annually.</i>
The counselor delivers school counseling core curriculum lessons to classroom groups – No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.				<i>Classroom core curriculum lessons are based on goals that are developed. Core curriculum lessons are reviewed and updated annually.</i>
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				<i>What are you actually providing or addressing?</i>
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.				<i>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Interpretation of student academic and educational assessment results is provided.				<i>Focus on student goal setting.</i>

The counselor provides support to students to help them understand the relationship between classroom performance and success in school.				
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.				<i>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication, relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</i>
Bullying prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</i>
Suicide prevention is developmentally appropriate in design and delivery within the school.				<i>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.</i>
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.				<i>Elementary and secondary. What processes have you developed and how are they implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.</i>
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.				<i>What processes have you developed and how are they implemented with your students? Secondary – Align activities to the Student Success Plan in grades 8 and above.</i>
Parents are encouraged to build partnerships with their student's career planning process.				<i>What processes have you developed and how are they implemented with your students?</i>
Indirect Counseling				

Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student's discipline/behavior, academics, or attendance.				<i>How might you provide this support in your school?</i>
Referrals are made to support services in the school or district and with community agencies.				<i>Child Maltreatment Hotline calls are indirect services.</i>
The counselor serves as a contributing member of decision-making teams.				<i>Which teams are you participating in? (English Language Learner, GT, 504, RTI, PBIS, etc.)</i> <i>Include this information in your Comprehensive School Counseling Plan.</i>

Use of Time:

(The Mammoth Spring School Counselors will utilize an excel sheet to document each activity and how much time was dedicated to that activity/student to help determine their use of time.)

Use-of-Time Calculator/ ASCA

<https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-andresources>
